



# TRENDS IN HIGHER EDUCATION AND COMMUNITY ASSIGNMENT

Sunitha Rani. D<sup>1</sup> | Rajesh. G<sup>2</sup> | Chandramohan. M<sup>3</sup> | Ashok kumar K<sup>4</sup>

<sup>1</sup> Ph. D Research Scholar, Department of Economics, Sri Krishna Devaraya University, Andhra Pradesh.

<sup>2</sup> Ph. D in Economics, Centre for Youth Development and Studies, Bharathidasan University, Tamil Nadu.

<sup>3</sup> Ph. D in Economics, Arignar Anna Government Arts College, Bharathidasan University, Tamil Nadu.

<sup>4</sup> Scientist D, REC. csb Chebrole, Andhra Pradesh.

## ABSTRACT

Education plays an important role in economic and social development of the nation. India's higher education system is the third largest in the world, next to the United States and China. The educational development enable the people to have a better life, which can be achieved only when children's from different groups make avail of equal opportunities of better quality of education. Across the world, peoples belong to several groups fare highly unequal opportunities in education, which pushes behind them economically as well as socially. According to World Development report it is termed as inequality traps.

Since Independence, especially higher education extended its reach and coverage significantly. According to Development of education, the universities in India has increased from 27 in the year 1950 – 51 to 368 in the year 2006 – 07, the colleges of Professional Education from 370 to 11,458 during the same period. According to census of India (Various Issues), the literacy rates in India ungreased from 16.67 per cent in 1951 to 72.04 per cent in 2011 i.e., it is increased by 332.15 times. The male literacy rate increased by 229.22 times while female literacy rate increased by 725.47 times. However, the gender gap reduced only marginally by 0.34. In the context, this paper attempts to identify the lacuna in higher education in India.

**KEYWORDS:** Higher Education, Gender gap, Literacy, Minority people.

## INTRODUCTION:

*"Education is an all round drawing out of the best in child and man-body, mind and spirit",*

*- Mahatma Gandhi*

Minorities have special place in the development of India. The percentage of population of minorities is not less than 20 percent of the country. One of the most important reasons of the backwardness of Indian Muslims is the lack of education. Among all the communities of India, the Muslims are the most backward community in term of education and economic means. In this study of education about Muslims shows a peculiar feature. At key level, the Muslim community is ahead than other communities but moving at higher and higher level of education, they become more and more behind comparing to other communities. To empowerment Muslim community the education is must and they should go for higher education in particular. But the study shows that both in terms of general education and high education the Muslim required number of qualitative educated population for empowerment.

These days education plays a significant role in human life and is the most effective vehicle of social and economic empowerment. It is one of the strategies to protect the disabled from neglect, abuse, exploration and improve their quality life. The disabled people are integral part of our society, who has the same right in education and employment. Differently able person means, "One who is not able to perform certain activities due to physical or sensory impairment". According to the World Health Organisation (WHO), "Disability is any restriction on lack of ability to perform in a manner or with the range considered normal for a human". United Nations definition of disability is "a person unable to ensure by himself or herself wholly or partly, the necessities of normal individual and or social life, as a result of deficiency either congenital or not in his or her physical or mental capabilities". The International Labour Organisation (ILO) definition of disabled person is "an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognised physical or mental impairment. According to Helander, "A disabled persons is one who in his/her society is regarded or officially recognised as such because of a difference in appearance and behavior, in combination with a functional limitation or activity restriction. People may be disabled by many types, such as physical, intellectual or sensory impairment, mental illness.

The main objective of the study is to focus approach of Tamil Nadu state higher education enrolment in Persons with Disability and Muslims.

## METHODOLOGY

The study intended at assessing Tamil Nadu state higher education enrolment in Persons with Disability and Muslims rather than Focusing on higher education and enrolment for minority. The main thrust of the present study is on Trends in Higher Education. The researcher collected data from several "All India survey

on higher education report". The collected data were analyzed by applying the statistical tools like Trend analysis.

The government acted upon the recommendations of Sachar committee. The passing of eight years have not brought any drastic changes on the large scale in the socio-economic condition of Indian Muslims. The government programmes and policies remain on paper as Sachar committee missed many main points of empowerment regarding Muslim community. The public servants are main pillar of implementation of programmes and policies of the government. The percent of Indian Muslims in civil services is not cross to even 3 percent. How many communities with such lower level of representation in civil services could develop by implementing government programmes and policies?

The lives of Muslims move around the permitted and forbidden orders of the spirituality. The circle of finance of modern day moves on interest rate, Muslims could not be assimilated with the financial sector as Interest is strictly forbidden in Islam. It is estimated that around Rs 5000 crores of rate of interest is lying useless with premier banks of the country. The Ulema class is not ready to come with a solution for financial system based on rate of interest. This is the reason that Muslims are not emerging in economic fields. The solution of most acute problem of finance for Muslims is to establish and promote Islamic banking in India. This would not only assimilate Muslims with financial sector also but would provide much needed capital for trade and commerce. To save the hegemony of few players in 15 financial markets, Sachar committee did not give strong recommendation for establishment of Islamic banking in India.

The development of higher education in the India is conditioned by changes and developments which take place both within and without the institutions of learning. Accentuated by the depression and by the increasing tempo of social and economic changes effect from higher education, the impact of external influences upon higher education during the past few years has been unprecedented. And examination of certain aspects of the economic and social changes which have taken place may indicate the nature of their impact upon, and their implications for, the development of Indian higher education.

According to survey on higher education Scheduled Casts students constitute 12.2% and Scheduled Tribes students 4.5% of the total enrolment. 30.1% students belong to Other Backward Classes. 3.9% students belong to Muslim Minority and 1.9% from other Minority Community. The study of the status of Indian Muslims in higher education shows that there is lower level of education among females particularly in higher education. Various studies attribute the causes of this lower level to poverty, low literacy rate and lukewarm response from the community.

**TABLE-1**  
**Tamil Nadu enrolment in PWD and Muslims**

Year	PWD			Muslims		
	Male	Female	Total	Male	Female	Total
2011-12	2468	2874	5342	50981	30783	81764
2012-13	2692	3932	6624	50198	34529	84727
2013-14	2748	2754	5502	53701	36725	90426
2014-15	2930	2405	5335	57007	39745	96752
2015-16(P)	2997	2475	5472	57287	41261	98548

Sources: All India survey on higher education

The equation of the straight line trend is  $Y_c = a + bX$ .

Since,

$$\sum X = 0; a = \frac{\sum Y}{N}, b = \frac{\sum XY}{\sum X^2}$$

It is observed that the Incidence of Tamil Nadu state higher education enrolment in Persons with Disability and Muslims had come down. Comparatively Muslim minority has more male students than females where as other minority has more females than males. In the case of PWD the female enrolment in education was higher in 2011-2014. Since 2014-15 the enrolment of male PWD student ratio was higher. With this report we may not able to conclude the female become reduced. Perhaps several other reasons also the fact for increasing male in higher education.

**TABLE-2**  
**Caste-Category wise % of Students, Teachers & Non-Teaching Staff**

Caste/Category	Enrolment			Teaching Staff			Non-Teaching		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
SC	12.45	12.51	12.47	7.81	6.52	7.28	12.30	13.46	12.62
ST	4.21	4.12	4.17	2.08	1.89	2.00	3.55	3.67	3.58
OBC	31.04	32.42	31.65	25.25	26.32	25.68	25.77	26.77	26.04
Muslim	4.35	4.61	4.47	3.41	2.70	3.12	3.68	2.35	3.31
Other Minority Communities	1.76	2.51	2.09	2.51	5.19	3.60	2.24	4.26	2.80

Sources: All India survey on higher education 2011-12

Among minority category, data on Muslims have been collected separately. According to the response received during the survey, 4.47% students belong to muslim and 2.09% have other minority community.

#### REPRESENTATION OF MINORITY STUDENTS:

There are several reasons for minority student facing the low ratio of higher education. These are low literacy level, lack of resources to invest, social problems and mass level of poverty. The government planned for the globalization of primary education in a stipulated time as the directive principles of state policy clearly states about the constitutional directives to the government for globalization of elementary education.

The improvement in the ratio of higher education has been done through the improvement in the primary education. The liberalization and privatization policy of 1991 opened new opportunities and venues for private and public sectors. The large investment in industries in India increased the demand of qualitative skilled labours. The increasing number of the demand could not be met by the existing level of higher education particularly by the institutions of public sector. This facilitated the promotion of private institutions which led the monetization of higher education on large scale in India. The massive built up of higher educational institutions by private sectors in recent year is an example of both the new dimension in modern education and government policies initiated in 1990.

In India there are two models for empowerment for the Muslim community. One model of empowerment is through economic development like Sikh of Punjab. Another model is through education like Christian community. In first model Sikh of Punjab made themselves economically strong by industrializing their areas and later established technical institutions to educate their community to advance their economic interest. Due to well planned educational and economic policies, the Sikh community is producing one of the best skilled labourers, businessmen, and industrialists in India. Who are not only advancing the cause of the community in India but also around the world? The Industrial hub of Punjab is producing for the markets of America, Europe and Muslim countries and empowering own community. In second model, the education is served as a tool for advancing economic development of the community. The Christian community due to their higher status in education is better than Muslim community in representation of decision making and implementing bodies of the country. The

Christian community is not only serving the nation but also educating the poor to empower them. With their higher educational status, the community empowerment is better than Muslims in the country. The best managed educational institutions are in the hands of this community.

#### CONCLUSION

In general it is observed that there is wide problem faced by the minorities. The literacy rate of Minorities was in low ratio of higher education. The low literacy level shows the way to lack of resources to invest, social problems and mass level of poverty. Comparatively there is lower level of minority education among females particularly in higher education. The Tamil Nadu state higher education enrolment in Persons with Disability and Muslims. A Council of Higher Education for Indian Muslim has been suggested with representatives drawing from the states and districts. The funding of higher education has been given due importance by suggesting the collection of Zakat centrally and utilizing it for the cause of the community particularly for education. The study put in plain words that there was lack of accountability from the side of the concerned government agencies in funding of the various schemes. The biggest problems were the administrative bottlenecks in terms of less spending and no accountability. With marketization of education, there is needed to take self initiative by the minority communities especially Muslims. In Muslim community there is already a mechanism of funding. The system of zakat and waqf are the main sources which could be utilized for the promotion of education of Muslims. The concept of Public Private Partnership could be a better model for solving the funding crisis of education for the institutions of minorities if solved this problem increasing minority enrolment. In an era when the government curtailing the spending on education particularly on higher education, there is need to support the government and community by launching of PPP model for education and other schemes.

#### REFERENCES

- [1] Mohammad Allam., "Indian minorities in Higher education", First published, Romania, European Union 2015.
- [2] All India survey on higher education, Government of India Ministry of Human Resource Development Department of Higher Education, New Delhi, 2011-12.
- [3] All India survey on higher education, Government of India Ministry of Human Resource Development Department of Higher Education, New Delhi, 2012-13.
- [4] All India survey on higher education, Government of India Ministry of Human Resource Development Department of Higher Education, New Delhi, 2013-14.
- [5] All India survey on higher education, Government of India Ministry of Human Resource Development Department of Higher Education, New Delhi, 2014-15.
- [6] Alison Croft., "Promoting access to education for disabled children in low – income countries: Do we need to know how many disabled children there are?", International Journal of Educational Development, 2012, PP: 233 – 243
- [7] Hazel Bines and Philippa Lei., "Disability and Education: The longest road to inclusion", International Journal of Educational development, 2011, PP: 419 – 424.